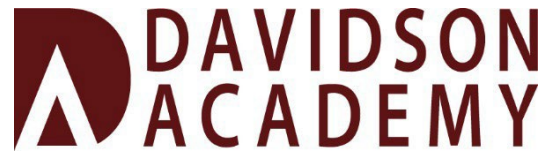




**Governing Board Meeting
Thursday, May 23, 2024**



NOTICE OF MEETING

The regular meeting of the Governing Board of the Davidson Academy will be held starting at 2 p.m. on Thursday, May 23, 2024.

This public meeting will be held via videoconference and there will be no physical location for the meeting. Members of the public wishing to hear and observe the meeting may do so using the following link: <https://davidsonacademy-unr-edu.zoom.us/j/91418960706>.

Public comment for this meeting will be received via email, videoconference participation, and telephone. Those wishing to provide public comment via email may email their public comments to boardcomments@davidsonacademy.unr.edu. All public comments received via email before and during the meeting will be forwarded to the Governing Board of the Davidson Academy for their consideration and will be included in the public record as minutes but will not be read aloud during the meeting. Those wishing to provide live public comment via videoconference may do so using the following link <https://davidsonacademy-unr-edu.zoom.us/j/91418960706>. Those wishing to provide live public comment via telephone may dial 1-669-900-6833.

AGENDA

A. ROLL CALL*

B. WELCOME AND INTRODUCTIONS*

C. PUBLIC COMMENTS*

The public may comment on any subject that is not on the agenda that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an agenda item will be taken during discussion of that item. Comment will be limited to three minutes, but speaking time may be reduced at the discretion of the chair of the meeting, if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.

D. APPROVAL OF AGENDA *(for possible action)*

The public is notified that the Governing Board may take items on the agenda out of order; combine two or more agenda items for consideration; remove an item from the agenda; or delay discussion relating to an item on the agenda.

The Davidson Academy

1164 N. Virginia Street, Second Floor, Reno, Nevada 89503 • (775) 682-5800 • FAX (775) 682-5801
www.davidsonacademy.unr.edu

E. APPROVAL OF MINUTES: Meeting of February 15, 2024 (*for possible action*)

F. REPORTS*

1. ACADEMY DIRECTOR*
 - a. General Program Updates
 - b. College Planning Updates
2. MEDIA AND OUTREACH*

G. GENERAL BUSINESS (*for possible action*)

1. Review, discuss, and possibly approve Amended budget for Fiscal Year 2023-2024.
2. Review, discuss, and possibly approve engagement of auditors Holthouse Carlin & Van Trigt to conduct required annual audit of financials by independent third party.
3. Review, discuss, and possibly approve budget for Fiscal Year 2024-2025, presented as a tentative budget at public budget hearing on May 13, 2024.

H. PUBLIC COMMENTS*

The public may comment on any subject that is not on the agenda that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an agenda item will be taken during discussion of that item. Comment will be limited to three minutes, but speaking time may be reduced at the discretion of the chair of the meeting, if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.

I. ADJOURNMENT (*for possible action*)

Meeting Dates for 2024:

- **Thursday, September 19, 2024, at 2:00 p.m.**
- **Thursday, November 7, 2024, at 2:00 p.m.**

**CERTIFICATE OF POSTING
OF THIS NOTICE**

I hereby certify that In accordance with NRS 241.020, on or before Monday, May 20, 2024, at 9:00 a.m., a copy of this notice was delivered to the post office used by the Davidson Academy addressed to each person who has requested to receive copies of Davidson Academy Governing Board meeting notices; a copy of this notice was emailed to each person who agreed to receive copies of Davidson Academy Governing Board meeting notices by electronic mail; and a copy has been posted online at Notice.NV.gov and at the Academy's website (<http://www.DavidsonAcademy.UNR.edu/>). A physical copy was posted at the Davidson Academy, Reno NV, per NRS 241.020.

/s/ Aimee Fredericks
Governing Board Clerk
Email: afredericks@davidsonacademy.unr.edu
Phone: 775-682-5800

Governing Board: Bob Davidson, Roger Davidson, Hon. Brian Krolicki, Mark Herron, Lauralyn Lovell McCarthy Sandoval, Richard Trachok, and Annette Whittemore; Ex-Officio: Dr. Kristen McNeill, Jhone Ebert and Hon. Brian Sandoval.

Note: The Governing Board may take items on the agenda out of order; combine two or more agenda items for consideration; remove an item from the agenda; or delay discussion relating to an item on the agenda.

Those items followed by an asterisk (*) are items on the agenda upon which the Governing Board will take no action.

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to call Aimee Fredericks at 775-446-7778 at least 24 hours prior to the meeting.

Copies of the packets containing support material for this agenda are available at no charge on the Davidson Academy website at <http://DavidsonAcademy.UNR.edu>. Copies may also be obtained by sending a request via email to afredericks@davidsonacademy.unr.edu or by contacting Aimee Fredericks by mail at Davidson Academy, 9665 Gateway Drive, Ste. B, Reno, NV 89521, or by telephone at 775-446-7778.

Meeting agendas and minutes are available on the [Academy's website](http://www.DavidsonAcademy.UNR.edu/) (<http://www.DavidsonAcademy.UNR.edu/>).

Minutes of the Meeting
The Davidson Academy Governing Board
February 15, 2024

Call to Order

The regular meeting of the Governing Board of the Davidson Academy was called to order at 2:01 p.m. This public meeting was held by videoconference allowing members of the public to hear and observe the meeting. Members of the public were invited to provide comments by telephone, through videoconference, or by email.

A. Roll Call

Roll call was completed by Meeting Chair, Mark Herron. In attendance were Bob Davidson, Roger Davidson, Annette Whittemore, Lauralyn McCarthy-Sandoval, Richard Trachock, Kristen McNeill and Brian Krolicki. Also, present were Legal Counsel, Ann Alexander; Academy Director, Colleen Harsin; Governing Board Clerk, Aimee Fredericks; and IT Support, Ken Bouchard. Brian Sandoval and Jhone Ebert were not present. Following completion of roll call, a quorum of voting members was confirmed.

B. Welcome and Introduction

Mark Herron welcomed Board Members and members of the public in attendance.

C. Public Comment

Mark Herron provided instructions concerning public comment as stated under item C. of the meeting agenda.

Mark Herron stated that this meeting would be held without a physical location, but in compliance with Nevada legislation, was available for visual participation, and audio call-in for public comments. He referenced the public comment details provided in the agenda and confirmed that public comments, if made, would be received by email or by telephone. No comments were received.

D. Approval of Agenda

Mark Herron requested a motion to approve the meeting agenda. Motion was made and seconded for approval of the meeting agenda as submitted. Motion carried unanimously.

E. Approval of Minutes

Mark Herron requested approval of the minutes for the meeting of November 9, 2023, included in the board book for this meeting. Motion was made and seconded for approval of the minutes as submitted. There was no discussion, and the motion carried unanimously.

F. Reports

1. Academy Director

a. General Program Updates

Colleen Harsin began her report by referring Board Members to their board books in reference to a Letter from the State of Nevada Department of Education confirming updates to the Davidson Academy school calendar to include professional development days. Professional development historically has been completed outside of the school calendar, however due to limited access to the Davidson Academy building during breaks it became necessary to include professional days within the school calendar. The most recently completed professional development day occurring the previous Monday, included training with a multi-tier support system presentation from the Academy's Director of Special Services, review of the Cognia Accreditation Analysis in preparation for the Academy's upcoming visit, and professional learning community work completed by separate departments. The alternate calendar request for the 2024-2025 school year will be submitted this spring, and moving forward will include two professional development days each semester.

Ms. Harsin referred Board Members to the financial report for the first half of the Academy's 2023-24 fiscal year included their board books. Mr. Herron advised that this report is not presented for board approval and similar reports will be included in the Director's report in an ongoing effort to keep the Board fully aware of financial matters. Rick Trachock asked if the presentation could include a year-to-date budget column which would be helpful from a review standpoint. Mr. Herron advised that the information was presented in this way as the Davidson Academy budget is prepared on an annual basis, not by month or quarter. However, major revenue and expense items are generally incurred on a prorated basis over the year so, in this case, an item that is close to 50% reflects being on budget or close to it.

Ms. Harsin presented an infographic slide in reference to the ELEOT observation tool as part of the Davidson Academy accreditation process. The ELEOT system has proprietary utilization by Cognia. Select staff members have been approved for its use for learning environment observation purposes. Ms. Harsin presented a small sample of the information gathered to date. The overall higher scores received were in the areas of providing a supportive learning environment and well managed learning environment. Areas that were not as strong included digital learning and progress monitoring. While these areas still met the standard they were not as high as the other scores. This score doesn't take into account different learning opportunities utilized in the classrooms such as flipped classrooms models and class discussion. These lower scores are something to continue considering moving forward as more data is gathered with further observations.

Richard Trachock asked how valuable this information would be. Ms. Harsin indicated that over time this will be good information as it fits with what instructors have requested in terms of opportunities to observe other classrooms. The Academy will run the observations again this year and then again for consecutive semesters. Mr. Trachock further commented that the information from parents seemed the most useful. Ms. Harsin confirmed that it has been some time since the Academy's last accreditation review and that all new information gathered in the process would be used in conjunction with subsequent data. Data gathered in this most recent accreditation review process is essentially a clean slate in terms of new information moving forward with continuous improvement. Parent and student summaries have provided important information. The climate and culture surveys were also very strong

overall. She referred board members to the executive summary, also available in their board books.

The Davidson Academy accreditation review visit from Cognia is scheduled for Tuesday, February 20, 2024, and will be conducted virtually at that time. The lead accreditor will meet with panels that include administration, staff, instructors, parents and students. Results of the review are expected toward the end of the school year.

(Brian Krolicki exited the meeting at 2:21 p.m.)

Bob Davidson asked whether the accrediting body had changed their metrics. Ms. Harsin indicated that the process remains the same, however items like the ELEOT and further observation tools were added. Mr. Herron acknowledged Colleen Harsin's work along with her team in preparing for the accreditation process in a shortened timeline.

Under Tab 8 Ms. Harsin referred Board Members to a college admissions summary for Davidson Academy 2024 graduates. Students are still receiving responses and making decisions. Students continue to work with the Academy's in-house college counselor as well as a second contracted college counselor who is also meeting with proposed graduates for 2025. There are currently 15 National Merit Semi-Finalists, and seven students are moving forward with Presidential Scholarship applications.

2. Media and Outreach

Under Tab 9, Ms. Harsin reported that the Science Bowl team is headed to the National Competition. A graduating student was recently interviewed by local media KOLO 8 News, which will run in the morning and will be provided at the next meeting.

Website metrics and continued work with KPS3 for increased outreach and search engine optimization is going well with a 27% increase in conversions. There has been positive movement in search engine optimization in several areas. Top viewed pages in December, included eligibility and tuition.

G. Public Comment

There were no comments from the public at this time.

H. Adjournment

Mr. Herron acknowledged that the Board Clerk, Aimee Fredericks was present and documenting meeting minutes.

There being no further business coming before the Board in a public meeting, Mr. Herron asked for a motion to adjourn. Motion was made, seconded, and carried unanimously. The meeting adjourned at 2:36 p.m.

Aimee Fredericks

Respectfully submitted by Aimee Fredericks, Governing Board Clerk



Accreditation Engagement Review

July 12, 2023 - June 30, 2024

Davidson Academy

Institution #231357

1164 N. Virginia Street
Reno, Nevada 89503
United States of America

Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered

to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future

capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. At least every six years, the institution formally engages the Standards for Accreditation to reflect and examine its progress toward its desired future as expressed through its mission, purpose, and strategic direction.

Cognia's purpose-driven, strategic process is the most widely used continuous improvement process in the world.

Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review. The findings of the report are organized in five sections: Assurances, Rating of Analyses, Cognia Performance Standards, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how

well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained evaluators gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these standards, evaluators assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution

quality through a review of documented evidence, discussions with leadership, and community feedback. Using the standards as a framework, the report provides valuable guidance to help focus your institution's improvement journey.



Assurances

Assurances are requirements that accredited institutions must meet. The assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review. Institutions are expected to meet all assurances and are expected to correct any deficiencies in unmet assurances.

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	☑ Yes
2.	The institution complies with all applicable governmental laws or regulations.	☑ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	☑ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	☑ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	☑ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	☑ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	☑ Yes



Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments and then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high-performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.

Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★★ Network Average: 3.5
The institution has analyzed and synthesized information.	★★★★★ Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★★ Network Average: 2.7

Network Comparison for Stakeholder Feedback Analysis



Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★★ Network Average: 3.4
The institution has analyzed and synthesized information.	★★★★★ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★★ Network Average: 2.8

Network Comparison for Student Performance Analysis



Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★ Network Average: 3.4
The institution has analyzed and synthesized information.	★★★★☆ Network Average: 2.8
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.7



Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Culture of Learning.	★★★★★ Network Average: 3.6
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	★★★★☆ Network Average: 3.2
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.7



Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Leadership for Learning.	★★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★★☆ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.6



Network Comparison for Leadership for Learning



Engagement of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Engagement of Learning.	★★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	★★★★☆ Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.6

Network Comparison for Engagement of Learning



Growth in Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Growth in Learning.	★★★★★ Network Average: 3.4
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	★★★★☆ Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★☆ Network Average: 2.6

Network Comparison for Growth in Learning



Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates are present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.

RATING	LEVEL	DESCRIPTION
★★★★	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
★★★★☆	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
★★★☆☆	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
★☆☆☆☆	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.

Cognia Performance Standards Ratings

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Keys to Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported



Standard 1

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.

YOUR RATING



Network Average: 3.3

LEVEL	DESCRIPTION
4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

Standard 2

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

YOUR RATING



Network Average: 3.4

LEVEL	DESCRIPTION
4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.



Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

YOUR RATING



Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.



Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
3	3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
2	2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
1	1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

YOUR RATING



Network Average: 2.8

LEVEL DESCRIPTION

4	4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.



Network Comparison for Culture of Learning Standards



Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

YOUR RATING

Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.



Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

YOUR RATING

 Network Average: 3.2

LEVEL	DESCRIPTION
4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
3	3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.
2	2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.
1	1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING

 Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.



Standard 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
3	3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
2	2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
1	1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Standard 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

YOUR RATING



Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
3	3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.
2	2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.



1 1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

YOUR RATING

 Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
3	3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
2	2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
1	1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

YOUR RATING

 Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
3	3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
2	2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles.



Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

- 1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Standard 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

YOUR RATING

 Network Average: 2.9

LEVEL DESCRIPTION

- 4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
- 3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
- 2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
- 1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

Standard 15

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

YOUR RATING

 Network Average: 3.0

LEVEL DESCRIPTION

- 4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.
- 3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.



- 2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.
- 1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

Network Comparison for Leadership for Learning Standards



Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Standard 16

Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

YOUR RATING

 Network Average: 2.9

LEVEL DESCRIPTION

- 4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
- 3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
- 2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
- 1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.



Standard 17

Learners have equitable opportunities to realize their learning potential.

YOUR RATING



Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.
2	2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.
1	1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

Standard 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
3	3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
2	2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.



- 1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

Standard 19

Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

YOUR RATING



Network Average: 2.6

LEVEL DESCRIPTION

- 4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
- 3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
- 2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
- 1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

Standard 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

- 4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
- 3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
- 2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
- 1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.



Standard 21

Instruction is characterized by high expectations and learner-centered practices.

YOUR RATING



Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
3	3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
2	2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
1	1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

YOUR RATING



Network Average: 2.7

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.



Standard 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

YOUR RATING
 ★★☆☆
 Network Average: 2.7

LEVEL	DESCRIPTION
4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
2	2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
1	1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

Network Comparison for Engagement of Learning Standards



Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Keys to Growth in Learning

Growth is evident when

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.



Standard 25

Leaders promote action research by professional staff members to improve their practice and advance learning.

YOUR RATING



Network Average: 2.5

LEVEL	DESCRIPTION
4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
1	1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Standard 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

YOUR RATING



Network Average: 2.6

LEVEL	DESCRIPTION
4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
2	2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.



- 1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Standard 27

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

- 4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
- 3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
- 2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.
- 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

Standard 28

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

YOUR RATING



Network Average: 2.8

LEVEL DESCRIPTION

- 4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.



- 2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

Standard 29

Understanding learners’ needs and interests drives the design, delivery, application, and evaluation of professional learning.

YOUR RATING
 ★★☆☆
 Network Average: 2.6

LEVEL	DESCRIPTION
4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners’ needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners’ needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
2	2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners’ needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners’ needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.



Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

YOUR RATING
 ★★☆☆
 Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
3	3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
2	2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
1	1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

Network Comparison for Growth in Learning Standards



Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

Culture of Learning

The governing board and administration place the well-being of learners at the heart of the institution's guiding principles. The Davidson Academy's mission is to offer advanced educational opportunities tailored to profoundly gifted learners' abilities, strengths, and interests. In support of this mission, Nevada Revised Statute 388C.010 was established to ensure that profoundly gifted students in Nevada gain early admission to university studies. The academy is strategically located on the University of Nevada-Reno (UNR) campus to ensure learner opportunities align with the university schedule and calendar. The counseling department works closely with UNR to identify qualified students and create personalized learning plans aligned with their college and career objectives. Eighty-four percent of students surveyed have indicated that the counseling department provides quality support for their career planning.

The institution has developed a multilingual approach to learning to complement the linguistic diversity of the students they represent. Currently, the school offers Chinese, Spanish, German, Italian, American Sign Language, Japanese, Arabic, and Northern Paiute, with some classes being offered by pre-approval

through UNR. Learners can earn a Seal of Biliteracy to affix to their diplomas, which denotes proficiency in one or more world languages. The student handbook clearly articulates policies ensuring a safe and respectful learning environment and detailing student expectations. Eighty-two percent of students surveyed indicate that the purpose and expectations of the institution are clearly outlined.

Professional staff members collaborate weekly to review student progress, assess learning trends, and problem solve. The administration teams with the professional staff to develop Multi-Tiered Systems of Supports (MTSS) that address academic, social-emotional, and behavioral support systems tailored to support the needs of advanced learners, most of whom have IQs in the 99.9th percentile. As students demonstrate growth, meet learning goals, and embody the institution's core values, they are identified by licensed personnel and honored with the Order of the Phoenix Award. The administration has recognized the need to evaluate and highlight the progress of professional staff with a more formalized process. The Engagement Review Team (team) suggests developing a platform to recognize and celebrate the achievements of professional staff that align with their professional goals and the institution's priorities.

Leadership for Learning

Leaders create conditions that offer formal and informal leadership opportunities and support individuals and groups to improve their leadership skills. Learners can advocate for their learning by collaborating with the professional staff and designing high-interest elective courses. As a result, learners have the choice of 40 classes that meet various interests, including sketch comedy writing, acting, yoga, meditation, astronomy, and photography, to name a few. Learners can serve and lead through the Peer Advising Liaisons (PALs) program on campus. Learners are trained to advise their peers on academics, goals, and skill development; if chosen, there is a one-year commitment to the program. Allowing students to envision, plan, and implement ideas through these leadership activities has increased learner satisfaction. Seventy-eight percent of students indicate that they have access to high-interest activities on campus.

Academy parents interested in volunteering with the



institution were encouraged by the administration in their formation of the Friends of DA (FoDA) parent group. The FoDA parent group will coordinate requested volunteer services, plan school events, and provide input for the school plan of operation. Parent surveys and interviews express satisfaction with the amount of interaction and input they are given; more specifically, 84% of parents surveyed indicate they have meaningful opportunities to be involved with the school.

The professional staff meets weekly to review student learning goals, monitor progress, and adjust instruction in collaboration with peers. The professional staff engages learners in surveys to determine the quality of their teaching. The surveys provide actionable feedback on improving the structure, pacing, and sequence of instruction, increasing the institution's effectiveness. The employee handbook highlights the importance of fostering strong leadership and communication skills for its at-will employees. The handbook details the expectations for professionalism in attendance, personal appearance, communication, and conduct. The working conditions at Davidson Academy have led to a high favorability rating among professional staff. One hundred percent of the professional staff indicate that their colleagues are caring, 92% indicate that their interactions with staff are respectful, and 92% indicate that they feel supported at work. The administration facilitates professional development based on teacher requests and interests, including peer mentoring, professional conferences, and engagement with the school improvement plan. The team suggests developing targeted professional development that aligns with insights gathered from formal teacher observation cycles.

Engagement of Learning

High expectations and learner-centered practices characterize instruction at the institution. Learners are empowered to design and develop co-curricular activities, elective classes, and clubs that stimulate curiosity, value diverse cultures, and foster collaboration. The administration has scheduled core classes that meet Monday through Thursday, while elective classes meet on Friday. The professional staff works with the student body to create elective courses and clubs that promote student voice and responsibility for their learning. These efforts have led to over 65 student-designed and led activities for students to access each week. As a result, students describe the predominant features of the institution as

welcoming, safe, and exciting.

The Effective Learning Environments Observation Tool® (eleot®) results indicate that supportive and well-managed learning environments exceed network averages. Student interviews and surveys highlight the need for a challenging curriculum, purposeful classroom collaboration, and connections to real-life experiences. Learners were commonly observed taking risks in class without fear of negative feedback from teachers and peers. Students could move freely in and out of whole-group, small-group, and independent work. Conversely, the eleot results indicate that opportunities for digital learning were below network averages. The team suggests providing professional development on integrating digital resources to stimulate learner curiosity and advance learner engagement.

Growth in Learning

The professional staff measures student progress through a balanced system that includes assessment both for learning and of learning. The institution analyzes student attendance, graduation rates, stakeholder surveys, and teacher observations. The instructional team reviews performance data from state and district assessments but is designing internal assessment benchmarks to review and use to inform instructional decisions promptly. The professional staff and counseling department work with each student to set personal goals and track progress throughout the year. Additionally, each student receives a college planning guide that details admission requirements, mandatory credits, application deadlines, and financial aid options for their preferred colleges.

Students have multiple opportunities to demonstrate learning through the Smarter Balanced Assessment Consortium (SBAC) assessments, Advanced Placement (AP) exams, and American College Testing (ACT) assessments. Davidson Academy students are above the 95th percentile on the SBAC assessment for reading and math. One hundred percent of students pass the AP exams at the measure expected of college-level studies. Lastly, all students pass the ACT with composite scores that qualify them for top-tier colleges and universities. As a result, the institution maintains a 100% graduation rate, with all graduates attending 4-year institutions and top universities.

The governing board, administration, and professional staff have created organizational systems that ensure



student success at the highest level. Congratulations to Davidson Academy for these extraordinary accomplishments in the field of education. In closing, the team suggests conducting a program evaluation of the existing campus electives and clubs to ensure they align with their intended purpose and support ongoing initiatives.



Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

Noteworthy Practices

In conducting the review, the evaluator identified Noteworthy Practices that reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflects the greatest strengths of the institution.

-
- 1 Leadership has aligned its fiscal and human resources to actions that support the learning community through professional development, collaboration, and the development of extracurricular and co-curricular activities.**

Assurances Standard 2 Standard 5 Standard 13 Standard 15

-
- 2 Stakeholders demonstrate a deep commitment to the school's mission and vision. Empowering those closest to the work to develop personalized learning plans for each student has led to extraordinary student achievement and Davidson Academy's top 5 national school ranking.**

Standard 3 Standard 20 Standard 21 Standard 29

Areas for Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

-
- 1 Implement professional development for the integration of digital resources that enable students to gather, evaluate, and use information for learning.**

Standard 23 Standard 25

RATIONALE When teachers align students' needs to drive the allocation of digital resources, then students will develop the essential skills needed to problem-solve, think critically, and collaborate in the digital age.



Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning the accreditation status of your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

Your Institution's IEQ	SCORE	DESCRIPTION
339	Below 220	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Monitoring Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
Cognia's IEQ Network Average: 253	220 - 300	An IEQ in the range of 220-300 suggests the institution has some Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory improvement is not achieved.
	Above 300	An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory progress is not achieved.

Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.



Evaluator Roster

The Engagement Review is conducted by professionals with varied backgrounds and professional experiences. All evaluators complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professional(s) served on the Engagement Review:

EVALUATOR NAME	BRIEF BIOGRAPHY
<p>Danny Eichelberger Lead Evaluator</p>	<p>Mr. Danny Eichelberger joined Cognia in 2021 and is currently a regional accreditation evaluator in the Pacific region. Mr. Eichelberger's professional career of 27 years includes experiences as a teacher, GED Chief Examiner, director, assistant principal, principal, and adjunct professor for child literacy development. He earned a B.A. in elementary education from Brigham Young University and an M.A. in administration and supervision from the University of Phoenix.</p>
<p>John Scott</p>	



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Joe Lombardo
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Jhone M. Ebert
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700 E. Fifth Street | Carson City, Nevada 89701-5096
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April 15, 2024

Colleen Harsin
Director
Davidson Academy
P.O. Box 9119
Reno, NV 89507

Dear Director Harsin,

We have reviewed your April 11, 2024, request to make May 15, 2024, a half-day. This request has been determined to be in compliance with Nevada Administrative Code 387.120(4) and is therefore approved.

The following details have been officially recorded for Davidson Academy:

- Half-Day: May 15

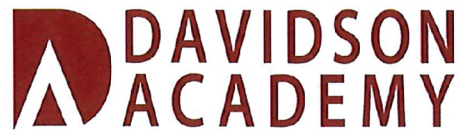
Calendar revisions or additional professional development requests must be received at least two weeks in advance to ensure sufficient processing time.

Please address all calendar related correspondence or questions to Madisson Jacobs by phone at 775-687-9237 or by email sidcompliance@doe.nv.gov.

Sincerely,

Jhone M. Ebert
Superintendent of Public Instruction

A handwritten signature in black ink, appearing to read "Jhone M. Ebert", written over a circular stamp that contains the name "Jhone M. Ebert".



April 11, 2024

Jhone M. Ebert
Superintendent of Public Instruction
700 Fifth Street
Carson City, NV 89701

Dear Superintendent Ebert,

As Director of Davidson Academy, I am authorized to provide the following attestation regarding the 2023-2024 Davidson Academy school calendar.

I attest that all information submitted to the Nevada Department of Education, through the form that this attestation accompanies, is accurate and complete. I further attest that the enclosed amendment request complies with all relevant statutes, regulations, and policies as promulgated regarding school calendar requirements.

Thank you for your time and consideration of our proposed school calendar amendment.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. M. Harsin', with a long horizontal flourish extending to the right.

Colleen M. Harsin
Director

Nevada Department of Education
 School Calendar Amendment Form
 Changes to Instructional Days / Half Days



LEA	Davidson Academy	
Type of Calendar	Alternative	
Reason for Amendment	Changes to Instructional Days / Half Days	
Details of Request	Davidson Academy is requesting a half day on the last scheduled school day of the 2023-2024 school year, May 15, 2024, as instruction and finals will be completed by that date and time. Instructional minutes are in excess of required instructional minutes; 60,060 on current approved calendar.	
Calendars, Schools, and/or Campuses Affected	Davidson Academy	
Total # of Schools/Campuses Affected	1	
Requested # of Excess Minutes for Use	150	
Total Annual Minutes	60,060.00	
Day Change 1 - Original Date	05/15/24	
Day Change 1 - New Date	05/15/24	
Person Submitting the Request	Colleen Harsin	
Title of Person Submitting the Request	Director	
Email of Person Submitting the Request	charsin@davidsonacademy.unr.edu	

Class of 2024 College Admissions Cycle 2023-2024

Davidson Academy

As of May 13, 2024:

Total Number of Students: 25 graduates

Total Number of Applications: 338

Early Applications (Early Decision, Early Decision II, Restrictive Early Action, and Early Action): 82

Priority (For scholarship or other purposes): 8

Regular/Rolling: 248

Total Number of Colleges: 121

List of Schools where Students were offered enrollment:

Arizona State University (Tempe)
Bryn Mawr College
California Polytechnic State University (San Luis Obispo)
Cardiff University
Carnegie Mellon University
Case Western Reserve University
Colorado State University (Fort Collins)
Columbia University
Cornell University
Creighton University
Dominican University
Drexel University
Embry-Riddle Aeronautical University (Daytona Beach)
Emory University
Florida Institute of Technology
Fordham University
Georgia Institute of Technology
Gonzaga University
Hofstra University
Indiana University (Bloomington)
Johns Hopkins University
King's College London
Knox College
Loyola University Chicago
Massachusetts Institute of Technology
New York University
Newcastle University
North Carolina State University

Northeastern University
Oregon Institute of Technology
Oregon State University
Penn State University (University Park)
Providence College
Purdue University (Main Campus)
Reed College
Rensselaer Polytechnic Institute
Rice University
Rochester Institute of Technology
Santa Clara University
Seton Hall University
Smith College
Stanford University
Stony Brook University
Swarthmore College
Temple University
The College of Idaho
The Ohio State University
The University of Edinburgh
The University of Texas at Dallas
Tiffin University
Union College
University College London
University of Aberdeen
University of Arizona
University of California (Berkeley)
University of California (Irvine)
University of California (Los Angeles)
University of California (San Diego)
University of California (Santa Barbara)
University of California (Santa Cruz)
University of Chicago
University of Florida
University of Georgia
University of Illinois at Chicago
University of Maryland (Baltimore County)
University of Maryland (College Park)
University of Massachusetts (Amherst)
University of Michigan
University of Minnesota (Twin Cities)
University of Missouri (Kansas City)
University of Nevada (Reno)

University of North Carolina at Chapel Hill
 University of Oklahoma
 University of Oregon
 University of Oxford
 University of Pittsburgh (Pittsburgh)
 University of Rochester
 University of San Diego
 University of San Francisco
 University of South Florida (Main Campus)
 University of Southern California
 University of St Andrews
 University of Toronto Mississauga
 University of Toronto Scarborough
 University of Tulsa
 University of Virginia (Main Campus)
 University of Washington (Seattle Campus)
 University of Wisconsin (Madison)
 Vanderbilt University
 Villanova University
 Washington & Jefferson College
 Westminster University
 Worcester Polytechnic Institute
 Yale University

Enrollments as of 5/13/2024 and Number of Students:

Columbia University	1
Cornell University	1
Dominican University	1
Emory University	1
Johns Hopkins University	1
Massachusetts Institute of Technology	1
Oregon Institute of Technology	1
Smith College	1
Stanford University	1
Swarthmore College	1
The University of Texas at Dallas	2
University of California (Berkeley)	1
University of California (San Diego)	1
University of California (Santa Cruz)	1
University of Chicago	1
University of Minnesota (Twin Cities)	2
University of Nevada (Reno)	2

University of Rochester	1
University of Southern California	1
University of Wisconsin (Madison)	1
Yale University	1



Media and Outreach Updates May 2024

Media Updates/ Notable Website Mentions

- *Reno Davidson Academy Students Win Nevada Math Competition*
March 10, 2024 - KTVN (Features Davidson Academy MathCounts team's great performance)
https://www.2news.com/news/reno-davidson-academy-students-win-nevada-math-competition/article_d245be74-df26-11ee-af8b-dbb41d095440.html
- *Davidson Academy Alum Returns to Reno to Debut Original Piece*
February 22, 2024 – KOLO (Alumnus Paul Novack was interviewed by KOLO 8 on his return to Reno for a Reno Phil performance)
<https://www.davidsonacademy.unr.edu/news/davidson-academy-alum-returns-to-reno-to-debut-original-piece-in-reno/>
- *The School of Music announces two exciting upcoming performances*
February 20, 2024 – Nevada Today (Features alumnus Paul Novack for his Reno Phil performance)
<https://www.unr.edu/nevada-today/news/2024/-school-of-music-150th-performances>

Davidson Academy Website Metrics

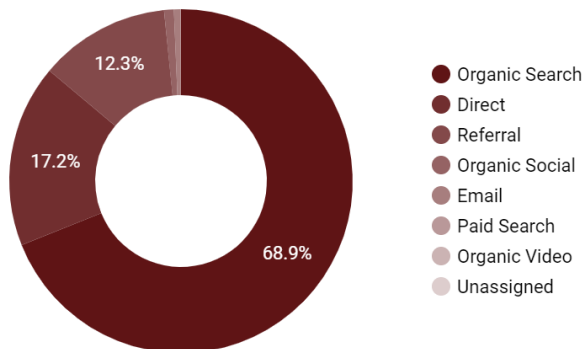
(Apr 1-30, 2024)

Most metrics down slightly from previous 30-day period, but to be expected with application season over:

Key Performance Indicators (P/P)

All Sessions	Pages / Session	Engagement rate
12,499	1.83	58.28%
↓ -16.9%	↓ -4.4%	↓ -1.4%
Application Outbound	DAO Outbound	Institute Outbound Links
4	196	707
↓ -94.7%	↓ -0.5%	↓ -14.3%
eNewsletter Signups	Sessions / User	
24	1.39	
0.0%	↑ 1.6%	

Users by Acquisition Channels



Organic search: search engines such as Google

Direct: directly visiting our website

Referral: Arriving on our website via a link from another website, such as NAGC or a news article

Social: Social Media such as Facebook and Twitter

Top Viewed Pages

Page title	Pageviews ▾	% Δ
Davidson Academy: A School for Highly Gifted Students	4,056	-8.9% ↓
Eligibility - Davidson Academy	1,159	-18.6% ↓
Types of Behavioral Problems Gifted Children Face Davidson	1,059	1.1% ↑
Profoundly Gifted Student Characteristics Davidson Academy	1,050	2.5% ↑
Underachievement in Gifted Students - Davidson Academy	945	-15.6% ↓
What Does Profoundly Gifted Mean? Davidson Academy	905	-18.2% ↓
How to Apply - Davidson Academy	836	-22.7% ↓
Testing Requirements: Grades 6 and Below - Davidson Academy	719	-15.7% ↓
Tuition - Davidson Academy	602	-8.5% ↓
Davidson Academy Admissions	552	-8.3% ↓
Testing Requirements: Grades 7 and Above - Davidson Academy	547	-14.5% ↓
How to Advocate for your Gifted Student at School DA	433	74.6% ↑

SEO keyword improvements/wins:

- Organic sessions were up 6% month over month.
- “school for exceptionally gifted” went from position #4 to #2.
- “school for highly gifted students” went from position #3 to #2.
- “profoundly gifted,” which is not one of our target keywords for Davidson Academy since it is so broad, has ranked #1 with a [featured snip](#). This is a very large keyword, and it is amazing to see this website rank for such a competitive term.

Ongoing Outreach

Davidson Institute Eligibility Assessment Partnership

Partnership with Northwestern University’s Center for Talent Development (CTD) to offer the opportunity to take an official practice SAT for 6th-10th grade students, and an Iowa Test of Basic Skills (ITBS) for 3rd-5th grade students; scores can be used to apply for the Davidson Academy.

- SAT test administration dates (held virtually):
 - December 2
 - January 7
 - January 20
 - April 20

- ITBS test administration dates (held virtually):
 - March 23
 - March 24
 - April 6
 - April 7

Davidson Academy eNewsletter – distributed every other month to 6,000 recipients

- [November 2023](#)
- [January 2024](#)
- [February 2024](#)
- [April 2024](#)

eNews-Update – Often prominently features the Davidson Academy; distributed every other month to more than 18,000 recipients

- [November 2023](#)
- [January 2024](#)
- [March 2024](#)

Social Media

- Instagram - <https://www.instagram.com/davidsononline/>
- Facebook - <https://www.facebook.com/DavidsonAcademyOnline>
- Twitter - https://twitter.com/davidson_online
- YouTube - https://www.youtube.com/channel/UC_3uG8CAMpA0rsTFN8XjZwg
- LinkedIn - <https://www.linkedin.com/company/davidson-academy-online/>

**AMENDED Budget
2023/2024
Davidson Academy**

				% of BUDGET		Per Student Spending	
	Proposed AMENDED Budget	Approved FINAL Budget (05/23)	AMENDED v. FINAL (05/23)	AMEND	APPROVED	Actual	Estimated
	Year 23/24	Year 23/24	Change	Year 23/24	Year 23/24	Year 23/24	Year 23/24
Davidson Contributions	3,299,000	3,519,000	(220,000)	66%	73%	19,292	20,109
State of Nevada	1,549,255	1,237,950	311,305	31%	26%	9,060	7,074
Other Activities	153,000	75,000	78,000	3%	2%	895	429
TOTAL REVENUE	5,001,255	4,831,950	169,305	100%	100%	29,247	27,611
Classroom	2,686,400	2,796,900	(110,500)	51%	55%	15,710	15,982
Guidance & College Advising	389,360	330,600	58,760	7%	7%	2,277	1,889
Assessment/Curriculum/IT	366,690	296,270	70,420	7%	6%	2,144	1,693
Legal/Audit/Liability Insur.	83,500	83,500	-	2%	2%	488	477
Admin & Records	514,080	429,720	84,360	10%	8%	3,006	2,456
IT/PR/Fiscal/HR	542,235	536,485	5,750	10%	11%	3,171	3,066
Building/Security/Safety	510,005	474,005	36,000	10%	9%	2,982	2,709
Shuttle & Transport	105,995	89,180	16,815	2%	2%	620	510
Indirect	28,370	28,370	-	1%	1%	166	162
TOTAL EXPENDITURES	5,226,635	5,065,030	161,605	100%	100%	30,565	28,943
Less Non-Cash Items:							
Prepaid Rent	196,170	196,170	-				
Depreciation	60,590	48,430	12,160				
NET FUND BALANCE	31,380	11,520	19,860				

Joe Lombardo
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Charter School Budget

Davidson Academy herewith submits the AMENDED FINAL
budget for the fiscal year ending June 30, 2024

This budget contains 3 governmental fund types with estimated expenditures of \$ 5,226,635
0 proprietary funds with estimated expenses of \$ 0.

Per NAC 387.715:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, Robert Davidson
(Print Name of Governing Board President)

(Signature of Governing Board President)

certify that all applicable funds and financial operations of this Local Government are listed herein

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____ Publication Date _____

Place: _____

ENROLLMENT AND PUPIL CENTERED FUNDING PLAN INFORMATION

	WEIGHTED ACTUAL ADE PRIOR YEAR ENDING 06/30/22	WEIGHTED ACTUAL ADE CURRENT YEAR ADE ENDING 06/30/23	WEIGHTED ESTIMATED ADE - YEAR ENDING 06/30/24
1. Pre-kindergarten (NRS 387.123)	<u> </u> x .6 = <u>0.0</u>	<u> </u> x .6 = <u>0.0</u>	<u> </u> x .6 = <u>0.0</u>
2. Kindergarten	<u> </u> x .6 = <u>0.0</u>	<u> </u> x .6 = <u>0.0</u>	<u> </u> x .6 = <u>0.0</u>
Kindergarten	<u> </u> x 1 = <u>0.0</u>	<u> </u> x 1 = <u>0.0</u>	<u> </u> x 1 = <u>0.0</u>
3. Elementary	<u> </u>	<u> </u>	<u> </u>
4. Secondary	<u>156</u>	<u>162</u>	<u>171</u>
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u>156.0</u>	<u>162.0</u>	<u>171.0</u>
7. Students transported into Nevada from out-of-state	<u> </u>	<u> </u>	<u> </u>
8. Students transported to another state	<u> </u>	<u> </u>	<u> </u>
9. Total WEIGHTED enrollment	<u>156.0</u>	<u>162.0</u>	<u>171.0</u>
10. Hold Harmless	<u> </u>	<u> </u>	<u> </u>
11. Adjusted Base Per Pupil Rate as of FY21-23 (found in Pupil Centered Funding Plan Payment Book)			<u>\$7,074</u>
Total Adjusted Base Allocation (ADE * per pupil rate)			<u>\$1,549,255</u>
12. Total Local Special Education Distributions	<u> </u>	<u> </u>	<u> </u>
13. Total English Learner Allocation (if applicable)	<u> </u>	<u> </u>	<u> </u>
14. Total At-Risk Student Allocation (if applicable)	<u> </u>	<u> </u>	<u> </u>
15. Total Gifted and Talented Allocation (if applicable)	<u> </u>	<u> </u>	<u> </u>
16. TOTAL PUPIL CENTERED FUNDING PLAN (Number 11 + 12 + 13 + 14 + 15)	<u> </u>	<u> </u>	<u>\$1,549,255</u>

Fiscal Year 2023-2024 Charter School Davidson Academy

Form 3	(1)	(2)	(3)	(4)	(4)
Davidson Academy	ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING	BUDGET YEAR ENDING	AMENDED
REVENUE	YEAR ENDING	CURRENT	TENTATIVE	FINAL	FINAL
	06/30/22	06/30/23	APPROVED	APPROVED	APPROVED
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
Revenue from Local Govmt Units other than School Districts					
1200 Tuition	772,989	0	0	0	0
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Program					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 District Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations	3,768,000	2,850,000	3,594,000	3,594,000	3,452,000
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1951 Pass Through dollars from sponsored district					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	4,540,989	2,850,000	3,594,000	3,594,000	3,452,000
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 PCFP - Adjusted Base Funding	1,186,199	1,155,525	1,237,950	1,237,950	1,549,255
3113 PCFP - Auxillary Services - Transportation					
3114 PCFP - Auxillary Services - Food Service					
3115 Local Special Education Funding under PCFP					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3250 PCFP - (restricted use)					
3254 PCFP - Englist Learner (restricted use)					
3255 PCFP - At-Risk (restricted use)					
3256 PCFP - Gifted and Talented (restricted use)					
3270 State Special Ed Funding					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	1,186,199	1,155,525	1,237,950	1,237,950	1,549,255

Davidson Academy

Budget Fiscal Year 2023-2024

REVENUE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) (4)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance	1,184,039	1,066,297	705,854	705,854	705,854
Unreserved Opening Balance	(127,985)	224,633	342,146	342,146	342,146
TOTAL OPENING FUND BALANCE	1,056,054	1,290,930	1,048,000	1,048,000	1,048,000
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	6,783,242	5,296,455	5,879,950	5,879,950	6,049,255

Budget Fiscal Year 2023-2024

Davidson Academy

Budget Fiscal Year 2023-2024

Form 4 Expenditures

3/24/2023

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
450 Gifted and Talented Programs						
1000 Instruction						
100 Salaries	2,115,915	1,410,000	1,934,720	1,934,720	1,856,720	
200 Benefits	716,186	520,000	638,650	638,650	620,650	
300/400/500 Purchased Services	145,978	25,000	29,730	29,730	29,730	
600 Supplies	109,037	60,000	192,040	192,040	166,040	
700 Property	508		0	0	11,500	
800 Other	2,436	1,000	1,760	1,760	1,760	
2100-2600, 2900 Other Support Services						
100 Salaries	1,349,286	1,020,000	940,570	940,570	1,018,150	
200 Benefits	361,551	312,000	292,070	292,070	353,895	
300/400/500 Purchased Services	533,932	472,550	758,035	758,035	819,820	
600 Supplies	58,072	115,750	120,995	120,995	139,095	
700 Property	58,838	65,000	60,590	60,590	96,590	
800 Other	5,518	4,000	6,690	6,690	6,690	
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services	35,053	79,000	89,180	89,180	105,995	
600 Supplies						
700 Property						
800 Other						
440 Total Gifted and Talented Programs	5,492,310	4,084,300	5,065,030	5,065,030	5,226,635	
490 Other Instructional Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
490 Total Other Instructional Programs	0	0	0	0	0	

Davidson Academy

Budget Fiscal Year 2023-2024

Form 4 Expenditures

3/24/2023

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
4700 Building Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4700 SUBTOTAL	0	0	0	0	0	0
4900 Other (All Objects)						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4900 SUBTOTAL	0	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION & CONSTR	0	0	0	0	0	0
5000 Debt Service						
000 TOTAL UNDISTRIBUTED EXPENDITURES	0	0	0	0	0	0
TOTAL ALL EXPENDITURES	0	0	0	0	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX					
	XXXXXXXXXXXXX					
	XXXXXXXXXXXXX					
8000 ENDING FUND BALANCE						
Reserved Ending Balance	1,066,297	705,854	444,686	444,686	444,686	444,686
Unreserved Ending Balance	224,633	342,146	361,314	361,314	377,934	377,934
TOTAL ENDING FUND BALANCE	1,290,930	1,048,000	806,000	806,000	822,620	822,620
TOTAL APPLICATIONS	1,290,930	1,048,000	806,000	806,000	822,620	822,620

CHECKS:	Contingency cannot exceed:	XXXXXXXXX	0	0	0	0
	Calculated Total Ending Fund Balance:	6,783,242	5,296,455	5,879,950	5,879,950	6,049,255

Davidson Academy

Budget Fiscal Year 2023-2024

Form 4 Expenditures

3/24/2023

TENTATIVE BUDGET 2023-2024		Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS	
PROGRAM EXPENDITURES					
100 Regular	0	0	0	0	0
200 Special	0	0	0	0	0
300 Vocational	0	0	0	0	0
400 Other PK-12	0	0	0	0	0
500 Nonpublic School					0
600 Adult Education					0
800 Community Services	0	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0	0
PROGRAM TOTALS	0	0	0	0	0
000 Undistributed Expenditures					
2000 Support Services	0	0	0	0	0
3100 Food Service	0	0	0	0	0
4000 Facility Acquisition and Construction			0		0
5000 Debt Service			0		0
6300 Contingency					0
8000 Ending Balance					806,000
UNDISTRIBUTED TOTALS	0	0	0	0	806,000
TOTAL ALL FUNDS TENTATIVE	0	0	0	0	806,000
FINAL BUDGET 2023-2024					
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS	
PROGRAM EXPENDITURES					
100 Regular	0	0	0	0	0
200 Special	0	0	0	0	0
300 Vocational	0	0	0	0	0
400 Other PK-12	0	0	0	0	0
500 Nonpublic School	0	0	0	0	0
600 Adult Education	0	0	0	0	0
800 Community Services	0	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0	0
PROGRAM TOTALS	0	0	0	0	0
000 Undistributed Expenditures					
2000 Support Services	0	0	0	0	0
3100 Food Service	0	0	0	0	0
4000 Facility Acquisition and Construction			0		0
5000 Debt Service			0		0
6300 Contingency					0
8000 Ending Balance					806,000
UNDISTRIBUTED TOTALS	0	0	0	0	806,000
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0	806,000

FINAL AMENDED BUDGET - Estimate		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				822,620
UNDISTRIBUTED TOTALS		0	0	0	822,620
TOTAL FINAL AMENDED BUDGET		0	0	0	822,620

Davidson Academy

Budget Fiscal Year 2023-2024

Form 5 Exp Summary

Page 2 of 2

3/24/2023

Form 6

PROPRIETARY OR ENTERPRISE FUND

Davidson Academy

Fund: REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/22	ESTIMATED CURRENT YEAR ENDING 06/30/23	BUDGET YEAR ENDING 06/30/24		
			TENTATIVE APPROVED		FINAL APPROVED
1000 LOCAL SOURCES					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1700 District Activities					
1800 Community Service Activities					
1900 Other Revenues					
TOTAL LOCAL SOURCES	0	0	0		0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3200 State Govt Restricted Funding					
TOTAL STATE SOURCES	0	0	0		0
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass- thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
TOTAL FEDERAL SOURCES	0	0	0		0
5000 OTHER FINANCING SOURCES					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
TOTAL OTHER SOURCES	0	0	0		0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0		0
TOTAL ALL RESOURCES	0	0	0		0

Davidson Academy

Budget Fiscal Year 2023-2024

Form 6 Proprietary/Enterprise FUNCTION / OBJECT	(1)	(2) ESTIMATED	(3) BUDGET YEAR ENDING 06/30/24	
	ACTUAL PRIOR YEAR ENDING 06/30/22	CURRENT YEAR ENDING 06/30/23	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

Davidson Academy

ALL EXISTING OR PROPOSED

- | | |
|------------------------------------|--|
| * - Type - use codes 1-11 | 6 - Medium-Term Financing - Lease Purchase |
| 1 - General Obligation Bonds | 7 - Capital Leases |
| 2 - G. O. Revenue Supported Bonds | 8 - Special Assessment Bonds |
| 3 - G. O. Special Assessment Bonds | 9 - Mortgages |
| 4 - Revenue Bonds | 10 - Other (Specify Type) |
| 5 - Medium-Term Financing | 11 - Proposed (Specify Type) |

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2023	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/24		(11) (9) + (10) 6/30/2024 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

Davidson Academy

Budget Fiscal Year 2023-2024

Davidson Academy

REPORT FOR ALL FUNDS		2023-2024		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		(1)	(2)	(3)	(4)		
		TUITION	TRANSPORTATION	TUITION	TRANSPORTATION		
REVENUES	Revenue Codes	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD		
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
		\$0	\$0	\$0	\$0		

		TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
EXPENDITURES	Object Codes	561	511	562	512
100 - Regular Programs					
200 - Special Programs					
300 - Vocational Programs					
400 - Other PK-12 Programs					
500 - Nonpublic Programs					
600 - Adult Programs					
TOTALS		\$0	\$0	\$0	\$0

Davidson Academy

Budget Fiscal Year 2023-2024

Davidson Academy

FUND TRANSFERS 2023-2024 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0



April 30, 2024

Governing Board of Directors
 c/o Mr. Robert Davidson, President
 The Davidson Academy of Nevada
 1670 N. Virginia Street, 2nd Floor
 Reno, Nevada 89503

Re: Year-End Financial Statements

Governing Board of Directors:

We are pleased to confirm our understanding of the services we are to provide for The Davidson Academy of Nevada (the School), a division of the Davidson Institute for Talent Development, for the year ending June 30, 2024. This agreement will set forth the substance, procedures and limitations of our engagement and, upon your signature, signifying the School's acceptance of and agreement to its contents, shall be referred to as the "Audit Engagement Agreement."

Audit Scope, Objectives and Reporting

Holthouse Carlin & Van Trigt LLP ("HCVT") will audit the School's financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements of the School as of and for the year ending June 30, 2024, and the related disclosures to the financial statements (collectively, the "financial statements").

Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management's decision and analysis (MD&A), to accompany the School's basic financial statements. As part of our engagement, we will apply certain limited procedures to the School's RSI. These limited procedures will consist primarily of inquiries of management regarding the methods of measurement and presentation, which management is responsible for affirming to us in its representation letter. Unless we encounter problems with the presentation of the RSI or with procedures relating to it, we will disclaim an opinion on it. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on the:

- Management's Discussion and Analysis

Also, the following supplementary financial information required by the Government Accounting Standards Board, will be subjected to auditing procedures in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other procedures in accordance with auditing standards generally accepted in the United States of America (GAAS), and our auditor's report will provide an opinion on it in relation to the financial statements as a whole:

- Budgetary Comparison Schedule

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with

Governing Board of Directors
The Davidson Academy of Nevada
May 9, 2024
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U.S. generally accepted accounting principles (U.S. GAAP) and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements.

The objective also includes reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

We will issue a written report upon completion of our audit of the School's financial statements. Our report will be addressed to the board of directors of the School. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinion is other than unmodified, we will discuss the reason with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or withdraw from this engagement. If circumstances arise relating to the condition of the School's records, the availability of appropriate audit evidence, or indications of a significant risk of material misstatement of the financial statements because of error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment, prevent us from completing the audit or forming an opinion, we retain the unilateral right to take any course of action permitted by professional standards, including declining to express an opinion, issue a report, or withdraw from the engagement. We understand that you intend to furnish a copy of the School's financial statements, including our report thereon, to The State of Nevada Department of Education.

We will also provide a report (which does not include an opinion) on internal control related to the financial statements and compliance with the provisions or laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The report will state that it is not suitable for any other purpose. If during our audit we become aware that the School is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with GAAS and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Auditor's Responsibilities for the Audit of the Financial Statements

We will conduct our audit in accordance with GAAS; and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records, and other procedures we consider necessary to enable us to express such an opinion. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable

Governing Board of Directors
The Davidson Academy of Nevada
May 9, 2024
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assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the School or to acts by management or employees acting on behalf of the School. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may exist and may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

During the 2023 audit we evaluated certain significant risks of material misstatements and developed a plan to respond to such risks in our audit. The results of the 2023 audit resulted in no findings which were required to be reported to those charged with governance. Planning for the 2024 audit has not yet been completed as of the date of this letter, as such modifications to the following assessment of risk may be made which will be communicated to you:

1. Improper allocation of expenses, including wages, taxes and benefits, between the School and divisions of the Institute, and/or other related entities, whether due to fraud or error.
2. Management override of internal controls, as it is required by GAAS to presume is a risk for all entities.

We are required to design audit procedures in response to such significant risk areas, noted above, in order to provide reasonable assurance that the financial statements are free of material misstatement whether caused by error or fraud.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and direct confirmation of certain assets and liabilities by correspondence with selected customers, creditors, and financial institutions. We may also request written representations from your attorneys as part of the engagement, regarding pending or threatened litigation or other matters, and the attorneys may bill the School for responding to this inquiry.

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Our audit of the financial statements does not relieve you of your responsibilities.

Governing Board of Directors
The Davidson Academy of Nevada
May 9, 2024
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Audit Procedures – Internal Controls

We will obtain an understanding of the School and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error, fraud, or violations of laws or governmental regulations that are attributable to the School or to acts by management or employees acting on behalf of the School, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinion. Because the determination of waste or abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may include collusion, forgery, intentional omissions, misrepresentation, or the override of internal control.

An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. Accordingly, we will express no such opinion. However, during the audit, we will communicate to you and those charged with governance internal control related matters that are required to be communicated under professional standards.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the School's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Our audit of the financial statements does not relieve you of your responsibilities.

Responsibilities of Management for the Financial Statements

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for designing, implementing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements and all accompanying information in conformity with U.S. GAAP, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

You are also responsible for making drafts of financial statements, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the organization from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by GAAS and *Government Auditing Standards*.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us

Governing Board of Directors
The Davidson Academy of Nevada
May 9, 2024
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during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the School involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the School received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the School complies with applicable laws, regulations, contracts, agreements, and grants, and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreement that we report.

You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon.

You are responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Other Services

We will assist in preparing the financial statements of the School and related notes of the School in conformity with U.S. GAAP based on information provided by you and in accordance with Governmental Accounting Standards Board Statement No. 34 as required by the Nevada State Department of Education. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement preparation and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedures or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities relating to the financial statement preparation, including supplementary information, and related disclosures, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with the preparation of the financial statements, including supplementary information, and relate disclosures, and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, including supplementary information, and related disclosures, prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

Engagement Fees and Billing

We estimate that our fees for the audit and other services will be \$33,000. You will also be billed for other out-of-pocket costs. Additional expenses are estimated to be no more than \$250.

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 The Davidson Academy of Nevada
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These fees have been estimated based on the following assumptions:

- 1) Your accounting personnel will supply us with the following:
 - a. Trial balance(s) prepared in accordance with U.S. GAAP.
 - b. Supporting schedules for various accounts reconciled to the trial balance.
 - c. Agreements with, but not limited to, customers, vendors and financial institutions, as requested.
 - d. Accounting system narratives and other information in connection with the risk assessment and planning procedures.
 - e. Cash, accounts receivable and other confirmations, as requested.
 - f. Other supporting documents that we consider necessary to complete our engagement.

The following services are outside the scope of the audit engagement (out of scope services):

- 1) Formal resolution of complex accounting issues. ^(a)
 - 2) Reconciling supporting documents and/or support schedules to the general ledger. ^(b)
 - 3) Proposing post-closing adjustments due to deficiencies in the financial closing process. ^(c)
- (a) Providing advice or assistance on an informal basis will be considered within the scope of the engagement.
 (b) Schedules are expected to be reconciled to the trial balance during the financial closing procedures and prior to being provided during the engagement.
 (c) Occasional errors found during the engagement will not be considered post-closing adjustments.

If additional services outside the scope of the audit engagement are requested, a written change order will be issued.

Fees will be billed as presented in the table below and are payable upon presentation.

Installment Date	Amount Payable
At execution of the engagement agreement	\$11,000
June 15, 2024	\$11,000
At delivery of our audit report	\$11,000

In the event the engagement is completed before all installments have been billed, all remaining installment billings will be billed at delivery of our audit report.

In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and will not be resumed until your account is paid in full. In addition, an interest charge based on an annual rate of 10 percent may be assessed on all amounts 30 days or more past due. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not issued our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination, including interest on any amounts 30 days or more past due, as described above.

If a dispute arises out of or relates to HCVT's professional fees, and if the dispute cannot be settled through negotiation, the parties agree first to try in good faith to settle the dispute by mediation administered by either JAMS or the American Arbitration Association under its Dispute Resolution Rules for Professional Accounting and Related Services Disputes before resorting to litigation, or some other dispute resolution procedure before a different tribunal if both of us so agree. The parties shall share equally in the administrative costs assessed by the tribunal for any such mediation process and shall otherwise bear their own attorney's fees and costs so incurred.

Our fees for this engagement do not cover our charges for any subpoena or other discovery request we receive for documents, information or testimony (in court, before an arbitrator or arbitration panel, or in deposition) related to this engagement, in proceedings to which we are not a party. We will bill the School separately for our time and expenses incurred in connection with responding to any such requests and testifying in any such proceedings,

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including reasonable attorney's fees we may incur, and including, without limitation, any negotiations, "meet and confer" process or motion practice concerning the nature and scope of any such subpoena, or as to other procedural and/or substantive issues concerning such document requests or testimony. Should you or your counsel in such proceedings have any objection to the nature or scope of any such subpoena for our workpapers and records, you agree that it shall be your or your counsel's responsibility in the first instance to present such objections and/or to file an appropriate motion to contest or to seek to limit the scope of such subpoena. HCVT will cooperate with any such efforts consistent with the legal requirements imposed upon HCVT by the subpoena including, without limitation, making such workpapers and records available to you and/or your counsel for inspection prior to their production. However, because the workpapers for this engagement are the property of HCVT, absent a specific Court order concerning any objection or motion to limit the scope of production, or a written agreement by the School with the party issuing the subpoena to which we have agreed, we reserve the right to make the final decision as to which documents from our workpapers and records shall be produced in response to such a subpoena.

In addition, HCVT may be requested to produce or to give access to workpapers for this engagement in connection with due diligence engagements and for other purposes, including providing workpapers to successor auditors, potential purchasers, lenders or investors and their representatives upon the School's request. In the event such a request is made, the School further agrees to reimburse HCVT at standard billing rates for its professional time and expenses, including reasonable attorney's fees we may incur (if applicable), incurred in responding to such requests and in securing usual and customary authorizations from the School and agreements from third parties as to the confidentiality of and limitations as to the use of and reliance upon such workpapers.

Engagement Administration

Engagement Team

Kimberly Hastings is the engagement partner and is responsible for supervising the engagement, including signing this Audit Engagement Agreement, and signing the report or authorizing another individual to sign it. Morris Zlotowitz is the technical resource partner providing ongoing support to the engagement team, and Dave Bierhorst is the quality control concurring partner responsible for the independent review of the financial statements prior to issuance.

Our engagement ends on delivery of our audit report. We will provide an electronic copy of the report to you; however, management is responsible for distribution of the report and the financial statements.

HCVT is owned by professionals who hold CPA licenses as well as by professionals who are not licensed CPAs. Depending on the nature of the services we provide, non-CPA owners may be involved in providing services to you now or in the future.

We may from time to time, and depending on the circumstances, utilize personnel outside the USA, whether affiliated or unaffiliated, in serving your account under the supervision of your HCVT engagement partner and other HCVT personnel working domestically. We formed HCVT International, LLC and have entered into arrangements with other experienced professionals to employ personnel outside the USA to assist us with audit services. HCVT believes it has taken reasonable precautions to determine that those persons, and HCVT, have appropriate procedures in place to prevent the unauthorized release or disclosure of your confidential information, data and documents to others to assure the protection of such materials. And in any event, please be assured that HCVT will remain responsible to you for the work provided by any and all such persons working at locations outside the USA and for the consequences of any inadvertent, inappropriate, or improper disclosures of your confidential information by any such persons to others. HCVT remains committed to maintaining the confidentiality and security of your information. HCVT maintains internal policies, procedures, and safeguards to protect the confidentiality of your personal information and has conducted reasonable investigation and review of the qualifications, business practices and procedures of all such persons and has secured data handling and confidentiality agreements with those with whom it maintains relationships regarding the preservation of the confidentiality of your information.

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HCVT invests a great deal of time and effort in ensuring that we have top quality and appropriately trained professionals to service our clients. Likewise, our clients have made a similar investment in their personnel. When a client contacts us about its desire to hire one of our professionals, we recognize and appreciate the client's confidence in our engagement team members. However, when we lose a valued member of our engagement team, we incur significant expenses in hiring and training his or her replacement. Also, in some situations, a client's employment of an engagement team member may raise independence issues. Accordingly, during the term of this engagement and for a period of one (1) year after the services are completed, HCVT and the School each agree not to solicit, directly or indirectly, or to hire, any of the other party's personnel participating in the performance of this engagement without first obtaining the express prior written consent of the other party. The parties agree that ascertaining the extent of injury, cost or damage in the event of non-compliance would be difficult or impossible to calculate; accordingly, the parties agree that if either party fails to comply with the foregoing prior written consent requirement before soliciting, directly or indirectly, or hiring, any of the other party's personnel, and provided that any such personnel are actually hired, the violating party will pay the other party a fee equal to 30% of any such hired person's annual salary in effect at the time of the hiring as a reasonable estimate of the costs to such party of the costs of hiring and training replacement personnel.

HCVT may terminate this relationship immediately in its sole discretion if HCVT determines that continued performance would result in a violation of laws, regulatory requirements, applicable professional standards or HCVT's client acceptance or retention standards.

File Retention Policy

A portal may be used during the engagement for information to be shared. However, once our report has been issued, information housed on the portal will be destroyed. In addition, we do not keep any original School records, so we will return those to you. The School is responsible for providing their own data backup for business continuity and disaster recovery, including any potential future examinations by government or regulatory agencies, and copies of School information provided to us during the engagement is not to be used for these purposes. Miscellaneous reports prepared by our firm as part of any nonattest service, will be provided to management at the completion of such work. The School is responsible for storing such schedules for the School's data and records. We do not accept responsibility for hosting client information; therefore, you have the sole responsibility for ensuring you retain and maintain in your possession all your financial and non-financial information, data and records.

We will maintain copies of financial statements and miscellaneous reports prepared by our firm, along with supporting workpapers, for approximately seven years after the report release date. Once the seven-year time period has run, we reserve the right to destroy our files relating to those financial statement years without any further notice to you. Please contact us if you have any questions about this policy.

The working papers for this engagement are the property of HCVT and constitute confidential information.

External Electronic Communication Authorization

HCVT may send documents or other information concerning this engagement using external electronic communication ("EC") (via the internet or other network). The School understands that EC is not an absolutely secure method of communication. We take reasonable measures to secure your confidential information in our email transmissions. However, as email can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom it is directed and only to such parties, we cannot guarantee or warrant that email from us will be properly delivered and read only by the addressee. The School's execution of this Audit Engagement Agreement through its authorized representative(s) will serve to acknowledge and accept the risk and authorize HCVT to use EC means to communicate with the School, its personnel or others necessary to effectively perform services for the School.

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The Davidson Academy of Nevada
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Data Privacy

HCVT will not collect, retain, use, sell, or otherwise disclose Personal Information for any purpose other than for the specific purpose of performing the services specified in this engagement or as otherwise required by law. "Personal Information" means information that: (i) HCVT processes on behalf of the School; and (ii) identifies, relates to, describes, is reasonably capable of being associated with, or could reasonably be linked, directly or indirectly, with a particular individual or household.

Execution of Audit Engagement Agreement

This Audit Engagement Agreement represents our entire agreement, which is effective on the date you execute it. No other agreement, statement or promise made on or before the date of this Audit Engagement Agreement will be binding on the parties. This original Audit Engagement Agreement has been executed on behalf of HCVT. You should sign and retain it for your file, and sign and return a copy to HCVT. By counter-signing in the space provided below and returning to HCVT a copy of this Audit Engagement Agreement, the School's representative confirms that she or he has read, understands and agrees to the terms of this Audit Engagement Agreement and that she or he is authorized to execute this Audit Engagement Agreement on the School's behalf to confirm the engagement of HCVT to perform the referenced services, subject to the terms and conditions set forth above.

If this Audit Engagement Agreement was executed on behalf of a corporate or partnership entity, the representative(s) of such corporate or partnership entity represent(s) that he/she/they is/are a duly appointed officer, partner, shareholder or manager of such corporation or partnership, that the corporation or partnership is active and in good standing and that he/she/they possessed actual authority to enter into this Audit Engagement Agreement with HCVT on behalf of such corporate or partnership entity.

This Audit Engagement Agreement may be executed in one or more counterparts each of which shall be deemed an original but all of which together shall constitute one and the same instrument. Signed signature pages may be transmitted by facsimile, electronically scanned or electronically signed, and any such signature shall have the same legal effect as the original.

We appreciate the opportunity to be of service to you and believe this agreement accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described herein, please sign below and return an executed Audit Engagement Agreement to us.

Sincerely,

HOLTHOUSE CARLIN & VAN TRIGT LLP



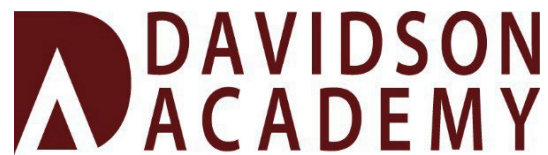
Kimberly Hastings

cc: Mark Herron
Karin Dixon

ENGAGEMENT TERMS ACCEPTED:

Robert Davidson, President

Date



NOTICE OF REQUIRED PUBLIC HEARING

A public hearing for presentation of the tentative budget for the 2024-2025 fiscal year for the Davidson Academy will be held starting at 10:00 a.m. on Monday, May 13, 2024.

This public hearing will be held via videoconference and there will be no physical location for the meeting. Members of the public wishing to hear and observe the meeting may do so using the following link: <https://davidsonacademy-unr-edu.zoom.us/j/96503485129>.

Public comment for this hearing will be received via email, videoconference participation, and telephone. Those wishing to provide public comment via email may email their public comments to boardcomments@davidsonacademy.unr.edu. All public comments received via email before and during the hearing will be forwarded to the meeting chair for their consideration and will be included in the public record as minutes but will not be read aloud during the meeting. Those wishing to provide live public comment via videoconference may do so using the following link <https://davidsonacademy-unr-edu.zoom.us/j/96503485129>. Those wishing to provide live public comment via telephone may dial +1 669 900 6833.

The Davidson Academy has prepared the budget in such detail as prescribed by the Nevada Department of Education on forms prescribed by the Nevada Department of Taxation. Support materials (tentative budget) for this agenda are available at no charge on the Davidson Academy website at: <http://www.DavidsonAcademy.unr.edu/>. Copies of said budget are on file for public inspection at the business office of the Academy at 9665 Gateway Drive, Suite B, Reno, Nevada.

- 2 p.m.
- A. PUBLIC COMMENTS*

The public may comment on any subject that is not on the notice that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an item will be taken during discussion of that item. Comment will be limited to three minutes, but speaking time may be reduced if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.
 - B. REQUIRED PUBLIC HEARING ON THE DAVIDSON ACADEMY'S 2024-2025 FISCAL BUDGET*

This public hearing will be held no earlier than 10:00 a.m. and as soon thereafter as practicable. Changes, if any, to the tentative budget will be presented at the May 23, 2024, meeting of the Governing Board, where action may be taken to approve the budget for Fiscal Year 2024-2025.

C. PUBLIC COMMENTS*

The public may comment on any subject that is not on the notice that is pertinent to the Davidson Academy. Each speaker will be limited to three minutes. Public comment relating to an item will be taken during discussion of that item. Comment will be limited to three minutes, but speaking time may be reduced if there are a large number of speakers on a given subject. No comments will be restricted based upon viewpoint.

CERTIFICATE OF POSTING OF THIS NOTICE

I hereby certify that In accordance with NRS 241.020, on or before Friday, May 3, 2024, at 9:00 a.m., a copy of this notice was delivered to the post office used by the Davidson Academy addressed to each person who has requested to receive copies of Davidson Academy Governing Board hearing notices; a copy of this notice was emailed to each person who agreed to receive copies of Davidson Academy Governing Board hearing notices by electronic mail; and a copy has been posted online at Notice.NV.gov and at the Academy's website (<http://www.DavidsonAcademy.UNR.edu/>). A physical copy was posted at the Davidson Academy, Reno NV, per NRS 241.020.

/s/ Aimee Fredericks
 Governing Board Clerk
 Email: afredericks@davidsonacademy.unr.edu
 Phone: 775-682-5800

Governing Board: *Bob Davidson, Roger Davidson, Hon. Brian Krolicki, Mark Herron, Lauralyn Lovell McCarthy Sandoval, Richard Trachok, and Annette Whittemore; Ex-Officio: Dr. Kristen McNeill, Jhone Ebert, and Hon. Brian Sandoval.*

Note: *Those items followed by an asterisk (*) are items on the notice upon which the Governing Board will take no action.*

Members of the public who are disabled and require special accommodations or assistance at the hearing are requested to call Aimee Fredericks at 775-446-0342 at least 24 hours prior to the hearing.

Copies of the packets containing support material for this agenda are available at no charge on the Davidson Academy website at <http://DavidsonAcademy.UNR.edu>. Copies may also be obtained by sending a request via email to charsin@davidsonacademy.unr.edu or by contacting Aimee Fredericks by mail at Davidson Academy, 9665 Gateway Drive, Ste. B, Reno, NV 89521, or by telephone at 775-446-0342.

Meeting agendas and minutes are available on the [Academy's website](http://www.DavidsonAcademy.UNR.edu/) (<http://www.DavidsonAcademy.UNR.edu/>).



Nevada/Utah
GANNETT

P.O. Box 677345, Dallas, TX 75267-7345

AFFIDAVIT OF PUBLICATION

OF NEVADA THE DAVIDSON ACADEMY
Admissions & Records Manager
The Davidson Academy Of Nevada
Po Box 9119
Reno NV 89507-9119

STATE OF WISCONSIN, COUNTY OF BROWN

Being first duly sworn, deposes and says: That as the legal clerk of the Reno Gazette-Journal, a daily newspaper of general circulation published in Reno, Washoe County, State of Nevada that the notice hereto annexed was Published in said newspapers in the issue:

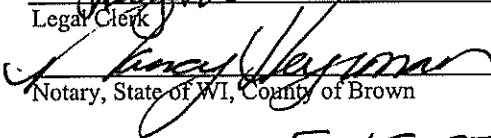
05/03/2024

and that the fees charged are legal.
Sworn to and subscribed before on 05/03/2024

NOTICE OF PUBLIC HEARING ON TENTATIVE BUDGET Fiscal Year 2024/2025. Notice is hereby given that a public hearing will be held on the tentative budget of the Davidson Academy of Nevada for fiscal year 2024/2025 on Monday, May 13, 2024, at 10:00 a.m. There will be no physical location for this hearing. The posted meeting Notice contains information on how members of the public may participate in the hearing. The Notice is posted online at Notice.NV.gov and at the Academy's website (<http://www.DavidsonAcademy.UNR.edu/>). The tentative budget has been prepared in such detail and on the appropriate forms as prescribed by the Nevada Department of Education. Copies of said budget are on file for public inspection at the business office of the Academy at 9665 Gateway Drive, Suite B, Reno, Nevada.
No.10104299 May 3, 2024



Legal Clerk



Notary, State of WI, County of Brown

5-15-27

My commission expires

Publication Cost: \$87.96
Order No: 10104299 # of Copies: 1
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Please do not use this form for payment remittance.

NANCY HEYRMAN
Notary Public
State of Wisconsin

**Minutes of the Required Public Hearing on
The Davidson Academy 2024-2025 Fiscal Year Budget
May 13, 2024**

The Required Public Hearing on the Davidson Academy Tentative 2024-2025 Fiscal Year Budget was called to order at 10:01 a.m. by Meeting Chair, Mark Herron. This public hearing was held via Zoom videoconference.

A. PUBLIC COMMENTS

No members of the public were present. No public comments were received prior to or during the hearing.

B. REQUIRED PUBLIC HEARING ON THE DAVIDSON ACADEMY'S 2024-2025 FISCAL BUDGET

Vice President and Chief Financial Officer of the Davidson Academy and member of the Academy's Governing Board, Mark Herron, began this meeting by stating that this was a public hearing on the Tentative Budget for the Davidson Academy for the 2024-2025 fiscal year commencing on July 1, 2024, and was being held pursuant to regulations of the Nevada State Board of Education contained in the Nevada Administrative Code, section 387.720.

Mr. Herron introduced himself for the record, along with Karin Dixson, CPA, Controller of the Davidson Academy and Colleen Harsin, Director of the Davidson Academy, and Kevin Connelly, Director of Accounting. Aimee Fredericks, Governing Board Clerk, was also present. Mr. Herron confirmed that this tentative budget was submitted to the State Board of Education by April 15, 2024, as required. He confirmed that on Thursday, May 23, 2024, the Governing Board of the Davidson Academy will meet to, among other things, review, discuss and adopt the budget for the 2024-2025 fiscal year. He further confirmed that public comment would be taken at this hearing and the Board would be provided with a summary of the comments received. This hearing was properly noticed, with notices posted online to the Davidson Academy website and to Notice.NV.gov no later than 9:00 a.m. Friday, May 3, 2024, and by publishing a notice in the Reno-Gazette Journal newspaper on Friday, May 3, 2024. Notice was also physically posted at the entrance of the Davidson Academy. A Certificate of Posting and Proof of Publication were completed.

A copy of the 2024-2025 Tentative Budget for the 2024-2025 fiscal year was made available during the hearing. Mark Herron confirmed that the Tentative Budget for 2024-2025 was submitted to the Nevada Department of Education and the Clerk of the Davidson Academy Governing Board on April 15, 2024. He then provided an overview of the Tentative Budget. The Tentative Budget was prepared on the form prescribed by the Nevada Department of Taxation and copies are available upon request. The Tentative Budget reflected Total Revenue of \$5,519,000 with estimated Pupil Centered Funding revenue of \$1,749,000 and \$3,770,000 in contributions from the Davidsons, activity fees and other revenue sources. The budgetary form requires that Expenditures be reported by type. Expenditures on the Tentative Budget were estimated to be \$5,747,880 for 2024-2025.

A supplementary summary of revenues and expenditures, including graphs, is available upon request. This summary provides additional detail as to the breakdown of revenue and expenditures for the Davidson Academy.

The full budget as submitted to the Nevada Department of Education may be viewed at bit.ly/4bpxPCI.

C. PUBLIC COMMENTS

No members of the public were present.

D. Adjournment

The Required Public Hearing on the Davidson Academy Budget Fiscal Year 2024-2025 adjourned at 10:06 a.m.

Aimee Fredericks

Respectfully submitted by Aimee Fredericks, Clerk of the Board

PROPOSED FINAL Budget

2024/2025

Davidson Academy

	BUDGET			% of BUDGET		Per Student Spending	
	Year 24/25	Year 23/24	Change	Year 24/25	Year 23/24	190 Year 24/25	175 Year 23/24
Davidson Contributions	3,625,000	3,519,000	106,000	66%	73%	19,079	20,109
State of Nevada	1,759,000	1,237,950	521,050	32%	26%	9,258	7,074
Other Activities	135,000	75,000	60,000	2%	2%	711	429
TOTAL REVENUE	5,519,000	4,831,950	687,050	100%	100%	29,047	27,611
Classroom	3,002,100	2,796,900	205,200	52%	55%	15,801	15,982
Guidance & College Advising	443,935	330,600	113,335	8%	7%	2,337	1,889
Assessment/Curriculum/IT	419,330	296,270	123,060	7%	6%	2,207	1,693
Legal/Audit/Liability Insur.	91,800	83,500	8,300	2%	2%	483	477
Admin & Records	521,860	429,720	92,140	9%	8%	2,747	2,456
IT/PR/Fiscal/HR	643,895	536,485	107,410	11%	11%	3,389	3,066
Building/Security/Safety	546,540	474,005	72,535	10%	9%	2,877	2,709
Shuttle & Transport	64,925	89,180	(24,255)	1%	2%	342	510
Indirect	13,495	28,370	(14,875)	0%	1%	71	162
TOTAL EXPENDITURES	5,747,880	5,065,030	682,850	100%	100%	30,252	28,943
Less Non-Cash Items:							
Prepaid Rent	196,170	196,170	-				
Depreciation	57,190	48,430	8,760				
NET FUND BALANCE	24,480	11,520	12,960				

Joe Lombardo
Governor

Jhone M. Ebert
Superintendent of
Public Instruction



Southern Nevada Office
2080 East Flamingo Rd,
Suite 210
Las Vegas, Nevada 89119-0811
Phone: (702) 486-6458
Fax: (702) 486-6450

STATE OF NEVADA
DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-1116

Charter School Budget

The Davidson Academy herewith submits the FINAL budget for the fiscal year ending June 30, 2025

This budget contains 3 governmental fund types with estimated expenditures of \$ 5,747,880 proprietary funds with estimated expenses of \$ 0.

Per NAC 387.715:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, Robert Davidson
(Print Name of Governing Board President)
(Signature of Governing Board President)

certify that all applicable funds and financial operations of this Local Government are listed herein

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: ##### Publication Date 5/3/2024

Place: 9665 Gateway Dr., Suite B
Reno, Nevada (virtual attendance by public)

ENROLLMENT AND PUPIL CENTERED FUNDING PLAN INFORMATION

	WEIGHTED ACTUAL ADE PRIOR YEAR ENDING 06/30/23	WEIGHTED ACTUAL ADE CURRENT YEAR ADE ENDING 06/30/24	WEIGHTED ESTIMATED ADE - YEAR ENDING 06/30/25
1. Pre-kindergarten (NRS 387.123)	<u> </u> x .6 = <u>0.0</u>	<u> </u> x .6 = <u>0.0</u>	<u> </u> x .6 = <u>0.0</u>
2. Kindergarten	<u> </u> x .6 = <u>0.0</u>	<u> </u> x .6 = <u>0.0</u>	<u> </u> x .6 = <u>0.0</u>
Kindergarten	<u> </u> x 1 = <u>0.0</u>	<u> </u> x 1 = <u>0.0</u>	<u> </u> x 1 = <u>0.0</u>
3. Elementary	<u> </u>	<u> </u>	<u> </u>
4. Secondary	<u> 162 </u>	<u> 171 </u>	<u> 190 </u>
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u> 162.0 </u>	<u> 171.0 </u>	<u> 190.0 </u>
7. Students transported into Nevada from out-of-state	<u> </u>	<u> </u>	<u> </u>
8. Students transported to another state	<u> </u>	<u> </u>	<u> </u>
9. Total WEIGHTED enrollment	<u> 162.0 </u>	<u> 171.0 </u>	<u> 190.0 </u>
10. Hold Harmless			<u> 171.0 </u>
<hr/>			
11. Adjusted Base Per Pupil Rate as of FY21-23 (found in Pupil Centered Funding Plan Payment Book)		<u> \$8,950 </u>	
		Total Adjusted Base Allocation (ADE * per pupil rate)	<u> \$1,759,000 </u>
12. Total Local Special Education Distributions		<u> </u>	
13. Total English Learner Allocation (if applicable)		<u> </u>	
14. Total At-Risk Student Allocation (if applicable)		<u> </u>	
15. Total Gifted and Talented Allocation (if applicable)		<u> </u>	
16. TOTAL PUPIL CENTERED FUNDING PLAN (Number 11 + 12 + 13 + 14 + 15)			<u> \$1,759,000 </u>

Fiscal Year 2024-2025 Charter School The Davidson Academy

Form 3	(1)	(2)	(3)	(4)	(4)
The Davidson Academy	ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING	BUDGET YEAR ENDING	AMENDED
REVENUE	YEAR ENDING	CURRENT	TENTATIVE	FINAL	FINAL
	06/30/23	YEAR ENDING	APPROVED	APPROVED	APPROVED
		06/30/24			
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
Revenue from Local Govmt Units other than School					
1200 Districts					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 District Activities					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations	2,630,377	3,452,000	3,760,000	3,760,000	
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1951 Pass Through dollars from sponsored district					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	2,630,377	3,452,000	3,760,000	3,760,000	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 PCFP - Adjusted Base Funding	1,144,728	1,530,395	1,749,000	1,749,000	
3113 PCFP - Auxillary Services - Transportation					
3114 PCFP - Auxillary Services - Food Service					
3115 Local Special Education Funding under PCFP					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3250 PCFP - (restricted use)					
3254 PCFP - Englist Learner (restricted use)					
3255 PCFP - At-Risk (restricted use)					
3256 PCFP - Gifted and Talented (restricted use)					
3270 State Special Ed Funding	7,522	18,860	10,000	10,000	
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	1,152,250	1,549,255	1,759,000	1,759,000	0

The Davidson Academy

Budget Fiscal Year 2024-2025

REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/25		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	0	0	0
OTHER RESOURCES AND FUND BALANCE					
	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/25		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance	1,066,297	820,613	624,444	624,444	
Unreserved Opening Balance	224,633	203,298	174,087	174,087	
TOTAL OPENING FUND BALANCE	1,290,930	1,023,911	798,531	798,531	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	5,073,557	6,025,166	6,317,531	6,317,531	0

Budget Fiscal Year 2024-2025

The Davidson Academy Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/25		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	0	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

The Davidson Academy PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/23	(2) ESTIMATED CURRENT YEAR ENDING 06/30/24	(3) BUDGET YEAR ENDING 06/30/25		(5) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	0	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

The Davidson Academy

Budget Fiscal Year 2024-2025

Form 4 Expenditures

3/29/2024

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/25		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
300 Vocational & Technical Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
300 Total Vocational & Technical Prog	0	0	0	0	0	0

The Davidson Academy

Budget Fiscal Year 2024-2025

Form 4 Expenditures

3/29/2024

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/25		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
340 Summer School for Voc & Tech						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
340 Total Summer School for Voc & Tech	0	0	0		0	0
420 English for Speakers of Other Lang						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
420 Total Speakers of Other Lang	0	0	0		0	0

The Davidson Academy

Budget Fiscal Year 2024-2025

Form 4 Expenditures

3/29/2024

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/25		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
430 At Risk Education Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
430 Total At Risk Education Programs	0	0	0	0	0	0
440 Summer School for Other Inst Prog						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
440 Total Summer School for Other Inst Prog	0	0	0	0	0	0

The Davidson Academy

Budget Fiscal Year 2024-2025

Form 4 Expenditures

3/29/2024

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/25		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
450 Gifted and Talented Programs						
1000 Instruction						
100 Salaries	1,460,106	1,856,720	2,171,980		2,171,980	
200 Benefits	516,643	620,650	689,880		689,880	
300/400/500 Purchased Services	23,707	29,730	28,850		28,850	
600 Supplies	56,015	166,040	97,350		97,350	
700 Property		11,500	0		0	
800 Other	748	1,760	14,040		14,040	
2100-2600, 2900 Other Support Services						
100 Salaries	978,403	1,018,150	1,095,380		1,095,380	
200 Benefits	299,446	353,895	354,520		354,520	
300/400/500 Purchased Services	438,687	819,820	1,003,975		1,003,975	
600 Supplies	138,834	139,095	168,880		168,880	
700 Property	60,570	96,590	50,120		50,120	
800 Other	5,185	6,690	7,980		7,980	
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services	71,301	105,995	64,925		64,925	
600 Supplies						
700 Property						
800 Other						
440 Total Gifted and Talented Programs	4,049,645	5,226,635	5,747,880		5,747,880	0
490 Other Instructional Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
490 Total Other Instructional Programs	0	0	0		0	0

The Davidson Academy

Budget Fiscal Year 2024-2025

Form 4 Expenditures

3/29/2024

800 Community Services Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
800 Total Community Services Programs	0	0	0	0	0
900 Co-curricular & Extra-Curricular					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
900 Co-curricular & Extra-Curricular	0	0	0	0	0

The Davidson Academy

Budget Fiscal Year 2024-2025

Form 4 Expenditures

3/29/2024

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/25		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
000 UNDISTRIBUTED EXPENDITURES						
2100 Support Services-Students						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100 SUBTOTAL	0	0	0	0	0	0
2200 Support Services-Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2200 SUBTOTAL	0	0	0	0	0	0
2300 Support Services-Gen Admin						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2300 SUBTOTAL	0	0	0	0	0	0
2400 Support Serv-School Admin						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2400 SUBTOTAL	0	0	0	0	0	0
2500 Central Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2500 SUBTOTAL	0	0	0	0	0	0

The Davidson Academy

Budget Fiscal Year 2024-2025

Form 4 Expenditures

3/29/2024

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/25			AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED		
2600 Operating/Maintenance Plant Service						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2600 SUBTOTAL	0	0	0	0	0	0
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 SUBTOTAL	0	0	0	0	0	0
2900 Other Support (All Objects)						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2900 SUBTOTAL	0	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	0	0
3100 Food Service						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
3100 TOTAL FOOD SERVICES	0	0	0	0	0	0

The Davidson Academy

Budget Fiscal Year 2024-2025

Form 4 Expenditures

3/29/2024

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/25		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
4100 Land Acquisition						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4100 SUBTOTAL	0	0	0		0	0
4200 Land Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4200 SUBTOTAL	0	0	0		0	0
4300 Architecture/Engineering						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4300 SUBTOTAL	0	0	0		0	0
4400 Educational Specifications Dev						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4400 SUBTOTAL	0	0	0		0	0
4500 Building Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4500 SUBTOTAL	0	0	0		0	0
4600 Site Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4600 SUBTOTAL	0	0	0		0	0

The Davidson Academy

Budget Fiscal Year 2024-2025

Form 4 Expenditures

3/29/2024

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/25		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
4700 Building Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4700 SUBTOTAL	0	0	0	0	0	0
4900 Other (All Objects)						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4900 SUBTOTAL	0	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION & CONSTR	0	0	0	0	0	0
5000 Debt Service						
000 TOTAL UNDISTRIBUTED EXPENDITURES	0	0	0	0	0	0
TOTAL ALL EXPENDITURES	0	0	0	0	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX					
	XXXXXXXXXXXXX					
	XXXXXXXXXXXXX					
8000 ENDING FUND BALANCE						
Reserved Ending Balance	820,613	624,444	428,275	428,275		
Unreserved Ending Balance	203,298	174,087	141,376	141,376		
TOTAL ENDING FUND BALANCE	1,023,911	798,531	569,651	569,651		0
TOTAL APPLICATIONS	1,023,911	798,531	569,651	569,651		0

CHECKS:	Contingency cannot exceed:	XXXXXXXXXX	0	0	0	0
	Calculated Total Ending Fund Balance:	5,073,557	6,025,166	6,317,531	6,317,531	0

The Davidson Academy

Budget Fiscal Year 2024-2025

Form 4 Expenditures

3/29/2024

TENTATIVE BUDGET 2024-2025		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School				0
600	Adult Education				0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
UNDISTRIBUTED EXPENDITURES					
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				569,651
UNDISTRIBUTED TOTALS		0	0	0	569,651
TOTAL ALL FUNDS TENTATIVE		0	0	0	569,651
FINAL BUDGET 2024-2025		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
UNDISTRIBUTED EXPENDITURES					
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				569,651
UNDISTRIBUTED TOTALS		0	0	0	569,651
TOTAL ALL FUNDS FINAL BUDGET		0	0	0	569,651

FINAL AMENDED BUDGET - Estimate		Obj 100	Obj 200	Obj 300-900	
	(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES					
100	Regular	0	0	0	0
200	Special	0	0	0	0
300	Vocational	0	0	0	0
400	Other PK-12	0	0	0	0
500	Nonpublic School	0	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS		0	0	0	0
000	Undistributed Expenditures				
2000	Support Services	0	0	0	0
3100	Food Service	0	0	0	0
4000	Facility Acquisition and Construction			0	0
5000	Debt Service			0	0
6300	Contingency				0
8000	Ending Balance				0
UNDISTRIBUTED TOTALS		0	0	0	0
TOTAL FINAL AMENDED BUDGET		0	0	0	0

The Davidson Academy

Budget Fiscal Year 2024-2025

Form 5 Exp Summary

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3/29/2024

Form 6

PROPRIETARY OR ENTERPRISE FUND

The Davidson Academy

Fund: REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/23	ESTIMATED CURRENT YEAR ENDING 06/30/24	BUDGET YEAR ENDING 06/30/25		
			TENTATIVE APPROVED		FINAL APPROVED
1000 LOCAL SOURCES					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1700 District Activities					
1800 Community Service Activities					
1900 Other Revenues					
TOTAL LOCAL SOURCES	0	0	0		0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3200 State Govt Restricted Funding					
TOTAL STATE SOURCES	0	0	0		0
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
TOTAL FEDERAL SOURCES	0	0	0		0
5000 OTHER FINANCING SOURCES					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
TOTAL OTHER SOURCES	0	0	0		0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0		0
TOTAL ALL RESOURCES	0	0	0		0

The Davidson Academy

Budget Fiscal Year 2024-2025

Form 6 Proprietary/Enterprise FUNCTION / OBJECT	(1)	(2) ESTIMATED	(3) BUDGET YEAR ENDING 06/30/25	
	ACTUAL PRIOR YEAR ENDING 06/30/23	CURRENT YEAR ENDING 06/30/24	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0	0	0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0	0	0	0

The Davidson Academy

ALL EXISTING OR PROPOSED

* - Type - use codes 1-11

- 1 - General Obligation Bonds
- 2 - G. O. Revenue Supported Bonds
- 3 - G. O. Special Assessment Bonds
- 4 - Revenue Bonds
- 5 - Medium-Term Financing
- 6 - Medium-Term Financing - Lease Purchase
- 7 - Capital Leases
- 8 - Special Assessment Bonds
- 9 - Mortgages
- 10 - Other (Specify Type)
- 11 - Proposed (Specify Type)

(1) NAME OF LOAN List and Subtotal By Fund	(2) Type *	(3) Number of Months of TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2024	(9) (10) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/25		(11) (9) + (10) 6/30/2025 TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$0				\$0	\$0	\$0	\$0

The Davidson Academy

REPORT FOR ALL FUNDS		2024-2025		FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
		(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION		
REVENUES	Revenue Codes	1310 NV Individual 1321 NV School Dist	1410 NV Individual 1421 NV School Dist	1310 Out-of-state Ind 1331 Out-of-state SD	1410 Out-of-state Ind 1431 Out-of-state SD		
Nevada Individuals	1310/1410						
Nevada School Districts	1321/1421						
Out-of-state Individuals	1310/1410						
Out-of-State School Districts	1331/1431						
		\$0	\$0	\$0	\$0		

EXPENDITURES		Object Codes	TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
			561	511	562	512
100 - Regular Programs						
200 - Special Programs						
300 - Vocational Programs						
400 - Other PK-12 Programs						
500 - Nonpublic Programs						
600 - Adult Programs						
TOTALS		\$0	\$0	\$0	\$0	

The Davidson Academy

Budget Fiscal Year 2024-2025

The Davidson Academy

FUND TRANSFERS 2024-2025 (1) FUND TYPE	TRANSFERS IN		TRANSFERS OUT	
	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
GENERAL FUND				
SUBTOTAL	0	0	0	0
SPECIAL REVENUE FUNDS				
SUBTOTAL	0	0	0	0
TOTAL TRANSFERS	0	0	0	0

LOBBY EXPENSES 2024-2025

Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

1. Activity:	<u>The Davidson Academy does not engage in lobbying activities. A registered lobbyist does monitor legislative a</u>
2. Funding Source:	<u></u>
3. Transportation	\$ <u></u>
4. Lodging and meals	\$ <u></u>
5. Salaries and Wages	\$ <u></u>
6. Compensation to lobbyists	\$ <u></u>
7. Entertainment	\$ <u></u>
8. Supplies, equipment & facilities; other personnel and services spent in Carson City	\$ <u></u>
Total	\$ <u><u>-</u></u>

Entity:

Lobbying Expense Estimate,

The Davidson Academy

Budget Fiscal Year 2024-2025

ctivity in Carson City on behalf of the Davidson Academy on a pro bono basis.

